Current Event Task Outline

The Russian Revolution

MYP 3

The key concept for our revolution unit is **change**. This concept examines the forces that shape the world, past, present and future. Your job is to address the causes, processes and consequences of change, whether they be natural or artificial, intentional or unintentional, positive or negative. Change is universal and it is inevitable.

For your Russian Revolution current event assignment, you should select a story from 1917 related to the fall of the Tsarist regime. A useful article will feature two or more differing perspectives on the collapse of the Tsar’s government. To find an article from this period, you will need to access the Proquest Historical Newspaper database. You will find a link to this database in the navigation bar of our class wiki.

Once you have found an article and read it thoroughly (i.e. read it two or three times, looked up words you don’t understand, and taken some notes on its content), you will complete a graphic organizer as thoroughly as possible (i.e. with complete sentences and with developed descriptions, examples, and explanations).

Use the graphic organizer below to structure your analysis.

|  |  |
| --- | --- |
| **Link to article:** |  |
| **Summary** | Who is your story about? What is your story about? When did it occur? Where did it occur? Why did it occur? How did it occur? |
| **Key concept:** Change | What change does your article feature? What caused this change? What are the consequences of this change? |
| **AOI:** Health & Social Education | How does the content of your current event relate to Health and Social Education? Questions to consider: How do I think and act? How am I changing? How can I look after myself and others? How can I develop healthy relationships with others? |
| **Objective C3** | See rubric below |

Current Event Assessment Rubric

Objective C3

MYP 3

Name: Date:

Criterion C: Thinking critically

Maximum: 8

|  |  |
| --- | --- |
| Achievement level | Year 3 assessment criteria |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | The student:   * **identifies** different perspectives. |
| 3-4 | The student:   * **identifies** different perspectives and suggests **some** of their implications. |
| 5-6 | The student:   * **recognizes** different perspectives and their implications. |
| 7-8 | The student:   * **clearly recognizes a range of** different perspectives and their implications . |

**Command terms and MYP definitions**

**Identify** Provide an answer from a number of possibilities; recognize and state briefly a distinguishing fact or feature.

**Recognize** Identify through patterns or features.

**Implications** What are the possible consequences?

**Range** A range means more than two.